UCLA Course Requirements

Year 3 ~ K-6

UCLA Extension
Education Extension

Information for Participants
Professional Development Reading Institutes
2007-2008

Course Requirements - Year 3 ~ K-6 Options

4 Qtr. Units   **Course No. X324.329F**

Pass, No Pass   **Year 3 ~ K-6: Principles of Spelling Instruction and Assessment**

Instructor: **Alice R. Furry, Ph.D.**

Course 1

Content: Provides the context for why good and poor spellers need systematic, structured, and sequential spelling instruction. Offers the basic principles of spelling instruction, including direct teaching with teacher-student interaction; simultaneous, multi-sensory methods, systematic, sequential, and cumulative emphasis on phonology; synthetic-analytic phonics progressing from part to whole; and systematic morphology for spelling and usage. Identifies the functional domains important to assessing spelling and recommended general norm-referenced and diagnostic assessments.

Course Requirements: It is expected that the student will complete all of the following requirements to receive 4 quarter units and a grade of PASS:

1. Attend the morning and afternoon sessions of the five-day Institute, approximately 6 hours a day for 30 hours of training;

2. Complete the four daily independent study work assignments for 10 hours of study and written work;

3. Participate fully in the Institute activities each day;

4. Write two (2) 350-word essays on information provided in *Spelling Development, Disability, and Instruction* by Louisa Cook Moats (1995), York Press. (Book Provided):

   A. In Chapter 6 (pp. 87-107), the author explains the basic principles of spelling instruction. Identify and explain these principles. Identify and explain suggested instructional strategies that can accompany spelling Instruction.

   B. In Chapter 5 (pp. 71-86), the author suggests that norm-referenced achievement tests have "limited potential for illuminating the linguistic processing factors that may be significant in spelling disability (p. 77)." Describe ways to assess for developing competency in spelling (pp. 77-86). Describe which of the more precise measures you think would be useful in diagnosing your students' difficulties with spelling.

4-unit Essay On-line Submission Guidelines:

Submit on-line at www.csbe.ca.gov/ucla. Visit this website for a full explanation of the online essay submission system and frequently asked questions.

When submitting on-line, be prepared to supply the following information:

First name, Last name, Contact phone number
District, School
Email address (required for grade notification)
UCLA course number, UCLA registration number
Social Security Number or UCLA ID number
Completed Essays

Submission Deadlines:

Summer term Essay Submission by November 16, 2007, for participants attending a 40-hour Institute April 30, 2007 – October 26, 2007.

Winter Term Essay Submission by April 27, 2008, for participants attending a 40-hour Institute October 29, 2007 – March 2, 2008.

Grade/Transcript Guidelines:

Your email address will be used to notify your when you grade is posted, along with instructions on how to access your grade and request a transcript.

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Course Requirements - Year 3 ~ K-6 Options

8 Qtr. Units   Course No. X324.329P

Pass, No Pass   Year 3 ~ K-6: Spelling Development and Disability

Instructor: Alice R. Furry, Ph.D.

Content: Provides the orthography of predictable English spelling patterns. Discusses the theoretical views on the mental processes used to spell. Presents the scientific research on the stages of spelling development. Offers a general framework on how to identify spelling disabilities and how to instruct students with these disabilities.

Course Requirements: It is expected that the student will complete all of the following requirements to receive 8 quarter units and a grade of PASS:

1. Complete a total of 80 hours required for the Passport Portfolio program of the Professional Development Reading Institute.

2. Write four (4) 200-word essays on information provided in *Spelling Development, Disability, and Instruction* by Louisa Cook Moats. (1995), York Press (Book Provided):

   A. In Chapter 1 (pp. 1-20), the author outlines the linguistic factors that predict spelling patterns. Describe these linguistic factors and explain their predictive importance to learning how to spell.

   B. In Chapter 2 (pp. 21-31), the author suggests that one's theoretical view of the mental processes in spelling tends to influence one's instructional approach. Describe the three main theories.

   C. In Chapter 3 (pp. 33-48), the author describes the stages of spelling development and how instruction influences spelling development. Discuss the early, intermediate, and advanced stages of spelling development; and explain why the author suggests that instruction influences the learner's pace and capabilities in progressing through these stages.

   D. In Chapter 4 (pp. 49-69), the author makes the case that "spelling disability is a linguistic problem." Explain this statement and give examples of types of error patterns for individuals with spelling disabilities.

8-unit Essay On-line Submission Guidelines:

Submit on-line at www.csbe.ca.gov/ucla. Visit this website for a full explanation of the online essay submission system and frequently asked questions.

When submitting on-line, be prepared to supply the following information:

First name, Last name, Contact phone number
District, School
Email address (required for grade notification)
UCLA course number, UCLA registration number
Social Security Number or UCLA ID number
Completed Essays

Submission Deadlines:

OPTION #1 For Reading First*, SB472, and Non-Reading First Participants:

Essay Submission by June 6, 2008, for participants attending a 40-hour Institute
April 30, 2007 – March 2, 2008, and have submitted the 80-hour follow-up passport by
May 9, 2008, to the site administrator.

OPTION #2 For SB472 and Non-Reading First Participants:

Essay Submission by June 5, 2009, for participants attending a 40-hour Institute
April 30, 2007 – March 2, 2008, and have submitted the 80-hour follow-up passport by
May 8, 2009, to the site administrator.

*Reading First guidelines require teachers to complete passports within one year of attending the 40-hour institute. Reading First participants should register for Option #1.

Grade/Transcript Guidelines:

Your email address will be used to notify you when your grade is posted, along with instructions on how to access your grade and request a transcript.

General Information Available at the Information Desk

4-Qtr. Units/8-Qtr. Units
UCLA Extension Required Reading
YEAR 3 ~ K-6:

If you register by mail for the 4-qtr. units/8-qtr. units course through UCLA Extension, please complete the form below to receive the required reading.

Spelling Development, Disability, and Instruction by Louisa Cook Moats. (1995), York Press.

Name		
Mailing Address		
City	State	Zip

1.   Send a fax (916-228-2444) or mail a copy of your UCLA Extension registration receipt **with this form** to:

      Professional Development Reading Institutes
      Sacramento County Office of Education
      Attn: Janice Sommerville
      P.O. Box 269003
      Sacramento CA, 95826-9003

2.   Expect to receive the pages within 10 business days at the address provided.

If you have questions or concerns, please email govread@scoe.net.